LAW ENFORCEMENT MANAGEMENT INSTITUTE

"Good Cop, Bad Cop: How Do You Tell The Difference?"

Developing a performance evaluation system for patrol officers in the Carrollton Police Department

A RESEARCH PAPER

SUBMITTED IN FULFILLMENT

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GRADUATION

BY

NANCY L. HERRINGTON

CARROLLTON POLICE DEPARTMENT

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TABLE OF CONTENTS

WHY DO WE CARE?

This research paper will seek to resolve the issue of improving the evaluation of police patrol performance for the Carrollton Police Department.

Currently, there are no written performance standards for patrol officers and differences exist as to what makes for a "good" or a "bad" police officer. The current evaluation system is strictly subjective and open-ended in nature. Patrol officers are evaluated twice a year as a method of feedback of their job performance. There is a lack of consistency among supervisors in the evaluation process, and the responsibility for review becomes an act of drudgery rather than a positive opportunity to improve performance and to recognize the achievements of employees. Finally, supervisors have not had any training in the use of the existing performance evaluation form.

PURPOSES OF PERFORMANCE EVALUATION

Evaluating job performance is a critical factor for any organization seeking to improve productivity and to provide feedback to employees. [1] Performance appraisals provide measures for organizational leaders to evaluate the effectiveness of their most valuable asset -- the employees.

By measuring performance, police organizations can identify training needs, select personnel for other assignments, establish and achieve organizational goals and objectives, and demonstrate accountability to the citizens.[2] More important, employees receive information that helps them to be successful within the organization and ultimately to achieve greater job satisfaction.[3]

This research paper reports upon an attempt to improve the Carrollton Police Department's patrol performance evaluation by means of research. This is a multi-purpose research project. The first goal is to involve the employees in the evaluation process with the ultimate goal of improving performance based on those standards they help develop.[4] Second, this evaluation system will establish standards of expected performance to help select officers for other positions in the Police Department, or for selection of the coveted Officer of the Year award. Ideally, this system will remove much of the subjectivity that exists with the current system.[5] Third, it will provide concrete feedback that helps the officers understand where they stand in their job performance in comparison with other officers in their position which hopefully, will enhance their job satisfaction.[6] Officers will receive guidance in the areas that need improvement and recognition for the performance areas in which they do well. Finally, the patrol supervisors will receive valuable training in how to evaluate job performance and how to best utilize the new system which is critical to its effectiveness.[7]

The success of any organization is dependent upon its employees. The police officer's job is a complicated one, at best, that requires very special characteristics and performance criteria for successful career achievement. As in any relationship, employees want and deserve to know how they stand within the organization and how they can be successful. This redesign of the Carrollton Police Department's patrol evaluation system requires the participation of the very employees that it will affect. The performance standards need to be clearly to understandable, easily measured and attainable by all employees who try. The supervisors need to be trained in any evaluation system to ensure consistency throughout the organization.

MEASURING PERFORMANCE EVALUATION

There are a variety of job tasks involved in police work; all are difficult to measure because there are a variety of ways to measure any type of job performance. There is also considerable disagreement about what constitutes good or bad police performance.

Objective versus Subjective

An objective method is very methodical and makes it easy to measure performance. Objective methods include counting the number of tickets issued or the number of arrests made. But most people in police work believe that intangible factors such as attitude, judgement and

interpersonal skills are most critical to successful police job performance. These intangibles are more difficult to measure because they are so subjective.[8]

Employees tend to adjust their behavior to conform to the job standards required to be considered successful in the job.[9] Hence, selecting easy, objective measures is not necessarily best for the employee or the organization. The critical factor is the measure of those indicators that are important to police work, such as judgement and ability to work under stress conditions, which are subjective measures. Ideally, an organization will employ a mixture of the two measures to ensure a balance of skills and characteristics for successful job performance.[10]

Reliability and Validity in Measuring Performance

Once the type of measures has been determined, the next factors to consider are reliability and validity in measuring performance. Reliability refers to the extent that the measured performance data can be repeated. An example would be that detectives are all required to use the same rules for clearing cases. In evaluating patrol officer performance, a reliable measure would have different supervisors rating the employee equally on a specific job task.[11]

Validity of the job performance data refers to the accurate representation of actual job performance. A supervisor who uses the same criteria to measure patrol officer judgement with all subordinates would

be using valid criteria in the evaluation. Using reliable and valid criteria in evaluating police job performance is critical in the evaluation process.[12]

Absolute versus Relative Methods of Evaluating Performance

Another consideration in performance evaluation is the difference between absolute and relative methods of evaluating individual performance. Absolute methods require that each employee performance be measured by a specific standard. The relative method requires a comparison between employees, in essence, ranking them from best to worst. Relative measures are quite subjective yet easier to rate compared to absolute appraisals. Relative methods may even provide reliable information but are actually less useful overall. For example, officers on one shift may be ranked by performance on one shift, but it is nearly impossible to rank them compared to officers on another shift. Ideally, employees should be evaluated by standards that are acceptable and understood by all supervisors and employees. [13]

PERFORMANCE STANDARDS IN POLICE WORK

There are a variety of performance appraisal systems and standards of performance in police work which extends to measure the different types of job duties a police officer may assume. Different job duties require

different knowledge, skills and abilities for success on the job. This project is to specifically improve the patrol officer performance evaluation in the Carrollton Police Department. The prior system consisted of open ended narrative of key characteristics such as dependability, safety, and attendance. **(See attachment #1)** The same evaluation form was used for commissioned officers throughout the entire Police Department. Further, supervisors did not receive any training in using the form or in evaluating their employees; therefore it lacked consistency. This problem seems wide spread in the law enforcement profession, based on this researcher's conversations with other police managers. Beyond the standard performance evaluation system, there is broad disagreement over what makes for a good or a bad officer. The standard is literally in the eyes of the beholder.

BEHAVIORALLY ANCHORED RATING SCALE METHOD OF EVALUATION

A Behaviorally Anchored Rating Scale (BARS) is just one method available to evaluate job performance. This evaluation method was selected for the Carrollton Police Department because it has been shown to be more accurate, [14] more reliable, [15] and tends to remedy the limitations on evaluation systems generally imposed by rater error. [16] This system describes levels of performance based on observable behaviors that are anchored, or weighted, by a scale of importance. For example, a superior level of attendance would be described as "not missing any days within a

rating period and consistently being ready for work on time." The explicit description removes ambiguity and encourages the supervisor to focus on performance and not personality. Within each job behavior is a range of descriptive behaviors from superior to acceptable to unacceptable. [17]

This researcher also believes that, the BARS method would inherently lead to greater job satisfaction for the patrol officers and the supervisors because of the process involved in developing the new system. Throughout, the project has had intensive input from officers in order to fully effect the concept of participatory management. The supervisors were given staff review of the evaluation as well as training in how to evaluate personnel and how to use the system. This evaluation system best exemplified the cause/effect model of employee satisfaction with clearly understandable job standards and measures of achievement. [18] Further, it incorporates the expectancy theory in helping managers to understand the motivational factors for their employees' performance. The new behaviorally anchored rating scale evaluation system serves as a management tool to foster communication which is intrinsic to the motivational process. [19]

In essence, a BARS method of evaluation is a variation of goal setting which can have a positive impact on job satisfaction, motivation and performance. [20] This method meets the criteria for measuring performance in that it has multi-measures to account for objectivity and

subjectivity; it is both reliable and valid; and it allows for absolute and relative methods to evaluate performance.

DEVELOPING THE PERFORMANCE EVALUATION SYSTEM

The critical factor in this performance evaluation system was to actively involve the employees in developing the performance criteria and standards of measurement. [21] Allowing them to be a part of the development process ensured their commitment to and acceptance of the system. The assumption is that the patrol officers have a greater understanding of their job tasks than anyone else and can most clearly define the difference between good, bad and average job performance. [22]

This project was developed by patrol officers, reviewed by patrol officers and supervisors and implemented as a test on one shift. The evaluation team of officers met to learn about the project, the purpose of the project and the basics of a BARS performance evaluation. Three sources of information were used as examples upon which the evaluation teams modeled the new evaluation system. They were based on the "Manual for Developing Job Performance Measures" by Robert Branson; [23] "Police Performance Appraisal" by Frank Landy and James Farr; [24] and, the "Houston Police Officer Performance Evaluation Pilot Program" by the Houston Police Department. [25]

It was suggested, as a beginning, that the officers consider the performance criteria established for the Carrollton Police Department Officer of the Year award.[26] It would serve as a bench mark for exceptional performance. The officers were then given three weeks to decide upon the performance criteria, a rating scale and descriptions of standards for performance.

The evaluation team of officers decided upon fourteen rating factors for the new performance system. The criteria were taken from the standards of excellence for Officer of the Year and an extension of the recruit training manual. Essentially, the team of officers wanted to continue with the existing standards of performance but raise the level of competency.

The officers then ranked the factors by importance:

1. Officer safety
2. Field performance under stress
3. Field performance non-stress
4. Initiative
5. Job knowledge
6. Standing with other employees
7. Attitude
8. Dependability
9. Attendance

10. Report writing
11. Public relations
12. Communication
13. Equipment maintenance
14. Grooming and dress
15. Special assignment

The special assignment criteria was to recognize those officers who have special training in crime scene, field training officer, hostage negotiation or any other skills or abilities that required efforts above and beyond the normal job duties. This was incorporated to show additional responsibilities and required a narrative description of the work, not a rating scale of performance.

The team of officers then discussed a variety of rating scales and settled on a scale of 1 to 5, measuring five levels of job performance. However, they would only describe three area for each type of behavior, such as superior (5), acceptable (3) or unacceptable (1). The ratings of 2 and 4 would give the supervisor rating the employee a little leeway to rate the factors.

The next step for the team of evaluation officers was to define through statements of behavioral standards each of the factors they had identified as critical to patrol officer performance. They then described

in detail three levels of behavior descriptors based on the original definition of the rating factor to describe superior, acceptable and unacceptable job performance. Many of the descriptions were an extension of the recruit training manual or a variation of the description. [27]

The next step was to weight each performance factor by importance to the officer, such as very critical, critical and important. These weights were used in the final scoring to quantify the evaluation process and to chart and/or graph the officers' performance. [28]

Once the draft of the evaluation was complete, it was reviewed by all members on the shift to gain acceptance and to improve on the initial project. After a thorough analysis, the evaluation system was implemented on one shift. Officers were permitted to do a self-evaluation, and both supervisors on the shift were to do separate evaluations. The premise was that more data would provide a more accurate assessment of the performance. [29] This also afforded the officers the opportunity to have some input in their performance evaluation. Research indicates that self-evaluations may even be used to help the employee improve their job performance through development because of the nature of the goal setting approach to the evaluation. [30] Further, there is a strong relationship between goal setting and job enrichment with work satisfaction, intrinsic work motivation and performance. [31]

IMPLEMENTING THE PERFORMANCE EVALUATION SYSTEM

Twenty officers on one shift evaluated themselves with the new behaviorally anchored rating scale form. Both patrol sergeants on the shift were also supposed to evaluate each of the officers directly assigned to them. What actually occurred was that the sergeants simply read the officers evaluation of themselves and either agreed or disagreed. Had they rated the officers separately, it probably would have indicated a greater difference.

The intent was to keep the new performance evaluation system on just one shift as an experiment in improving performance through clarified job expectations. What actually occurred was that the Chief of Police read the evaluation and wanted it implemented patrol-wide. This researcher felt that the system would only be acceptable through input from all patrol officers and supervisors who would ultimately be affected. So the decision was made to develop performance evaluation teams on the other two shifts to review the system and to offer their opinions. Since the change would affect many, it was reasoned that many needed to be involved.

After extensive meetings and reworking of the original draft of the evaluation, the new patrol performance evaluation was ready and approved to implement patrol-wide. **(See attachment #2)**

After the evaluation team finished with developing the Performance

Rating Factors, the Actual Assessment Report was designed to document the performance. **(See attachment #3)** The form finally implemented was a variation of the model developed by the Houston Police Department. [32] The performance factors were itemized by their corresponding definitions. Each performance criterion required a narrative to support and explain the ratings given, regardless of the scoring. Further, a section was included to allow the officers additional input into the evaluation process.

The actual Scoring Sheet was modeled after the Landy/Farr guide for "Police Performance Appraisal". **(See attachment #4)** Ironically, the command staff decided they did not want to use a scoring sheet to numerically rank officers for comparison purposes. They felt it would cause hard feelings among the officers to be "scored." The scoring is still done for evaluation purposes but is not included in officers' files or made available to them to review.

TRAINING THE EVALUATORS

All research and management theories state that training the raters how to evaluate is just as critical as the evaluation itself. The training was to improve the accuracy of the performance evaluations. [33] A four hour training session was scheduled for all of the first line operations sergeants who would be responsible for evaluating the patrol officers' job performance. The training was outlined based on Chapter 13

in the book, **Introduction to Police Administration**, (2nd ed., Robert Sheehan and Gary W. Cordner) entitled "Evaluating Police Performance." The book adequately describe the variety of issues to cover in evaluating performance, the types of evaluations available and rater error. **(See attachment #5)**

The supervisor training also sought to solicit the supervisors' expectations of the training to enhance their evaluating skills. They were also given an opportunity to provide feedback for changes to the new evaluation system during the training. The purpose of the training was to ensure that performance standards were understood and established and that the evaluators knew how to document the observed patrol officer behaviors.[34] **(See attachment #6)**

EVALUATING THE EVALUATION

The first time the evaluation was implemented, the numerical results from the scoring sheets indicated a correlation between how the officers rated themselves and how the supervisors rated the officers on each of the performance factors. **(See Graph #1)**

The second time, the evaluation was implemented was on a different shift with different sergeants and after the evaluators had completed training in the new system. The officers were told to evaluate

themselves and return their evaluations to their lieutenant. The sergeants were then instructed to evaluate every officer on the shift on both sectors, whether the officers worked for them directly or indirectly. The sergeants evaluated all of the officers independently. The purpose was to see if there was a clear understanding of the standards of performance among different raters.

The second set of results was interesting. The officers tended to rate themselves higher than the scoring given by the sergeants.(See graph #2) The scoring between the sergeants graphically indicated some correlation in their ratings of the officers.**(See Graph #3)** For comparison purposes, a graphic analysis was made showing how the officers rated themselves in comparison to the sergeant's rating and the established shift average. The analysis shows the performance rating for each performance factor. **(See Graph #4)**. These graphs were shown to the officers and received a favorable response. Officers could see what areas of performance needed improvement and in what areas they performed well.

SUMMARY

This research paper was a working project to develop, implement and evaluate a new patrol performance evaluation system for the Carrollton Police Department. The system was based on the Behaviorally Anchored Rating Scaled method of performance evaluation. This multi-purpose research project sought to resolve several issues in improving the

evaluation for patrol officers.

(1) A goal was established to involve the employees in the evaluation process with the ultimate goal of improving performance based on those standards they developed.

Four officers from one shift developed the original draft of the evaluation. This original evaluation team identified the measures of patrol performance, ranked them by importance, defined the performance measures, weighted the behaviors by importance, established a scale of measurement and clarified behavioral dimensions for each performance factor.

Then twelve officers, four from three different shifts became part of the performance evaluation team. These officers gained consensus with their co-workers on their shifts on the performance criteria, definitions, weighting and the behavior dimensions.

Evaluating the improvement of job performance will be a long term process which exceeds the timeliness of this research paper. Personal interviews with officers and supervisors alike, revealed that they seemed pleased with the system. They considered the new evaluation fair and consistent.

(2) The evaluation system was to establish standards of expected performance to help select officers for positions in the Police Department, such as investigator, and for the selection of the coveted Officer of the Year award. The system was, ideally, to remove much of the subjectivity that exists with the current system.

Staff approval was given to allow the new performance evaluation to be included in the decision making process for lateral transfers. This replaced the existing evaluation form used in the application process for lateral transfers. Approval has not yet been granted for using the new system for selecting for Officer of the Year.

Much of the subjectivity was removed because the officers and the supervisors had establish and gained consensus on expectations of patrol job performance.

(3) The new evaluation system was to provide concrete feedback for the officers to understand where they stood in the job performance in comparison with other officers in their position and in comparison to stated standards of performance. They would receive guidance in the areas that needed improvement and recognition for the performance areas in which they did well.

The BARS method of performance evaluation allows for the information in the evaluation to be quantified and ranked for comparison to the agency standard. This permits graphing of the information so officers can visually understand their level of performance in each area and overall. Further, the Assessment Report was specifically designed to force explanation by the supervisor to clarify for the officer the observed behavior and expected performance. The officer is given ample opportunity to participate and comment on their evaluation through self-analysis and overall commentary. The positive recognition is clearly reinforced on the Assessment Report in identifying and achieving specific goals. The instrument also facilitates open discussion between the supervisor and the subordinate.

(4) The supervisor would receive valuable training in how to evaluate job performance and how to best use the new system.

All of the operations sergeants received four hours of training on how to evaluate performance by observing and documenting behaviors. Further, they learned about rating errors and the need to provide feedback to motivate and improve job performance and satisfaction. The training was the first Carrollton Police Department evaluation training the

sergeants had received. It was designed to ensure consistency and accuracy.

The goals of the project were successfully achieved. A new and improved patrol officer performance evaluation system was developed, implemented and continues to be evaluated. This system has already served as a model for other police agencies.

SPECIAL ACKNOWLEDGEMENT

Recognition needs to be given to the original evaluation team members of the Carrollton Police Department who contributed to the original draft. Their committment and hard work are sincerely appreciated.

Officer Brian Turner

Officer Gordon Putnam

Officer Alice Bybee

Officer Pat Murphy

CITY OF CARROLLTON

PERFORMANCE EVALUATION

DEFINITION OF RATING FACTORS

CIVIL SERVICE - POLICE/FIRE - NON-SUPERVISORY

Listed below are definitions of factors used in the performance evaluation form. These are provided to maintain consistency and uniformity in the review process.

1. **DEPENDABILITY**: Meets the obligations or requirements necessary to the successful performance of the job assignment. Punctual in attendance. Avoids excessive absenteeism. Completes assignments as required. Keeps supervisor informed about important matters affecting the operation.

2. **INITIATIVE**: Desires to improve knowledge, skills, and abilities. Carries out assignments without instructions. Makes suggestions and strives for improvements of assignments.

3. **INTERPERSONAL SKILLS**: Exhibits competence and capability to interact with other persons effectively at an acceptable level necessary to the successful performance of job assignments.

4. **PERSONAL MOTIVATION**: Ability and willingness to contribute toward high morale, productivity, and adaptability to necessary change.

5. **APPEARANCE/DEMEANOR**: Meets acceptable community and department standards of personal grooming and conduct.

6. **JUDGMENT/DECISION MAKING**: Ability to make decisions by sound reasoning and the drawing of correct conclusions. Knows the limitations in making decisions and the process for directing the problem to one capable of dealing with the situation.

7. **COMMUNICATION SKILLS**: Ability to verbalize thoughts, phone and/or radio communication, and written communication.

8. **JOB PROFICIENCY**: Understands the duties and responsibilities of the job to perform accordingly. Degree of knowledge of related jobs. Knows the goals of the department and how to accomplish those goals.

CITY OF CARROLLTON
PERFORMANCE EVALUATION FORM
POLICE/FIRE (NON-SUPERVISORY)

NAME: POSITION: DIVISION:

SEMI-ANNUAL REVIEW PERIOD:
PROBATIONARY REVIEW PERIOD:

1. DEPENDABILITY

-Strengths

-Areas of improvement/New objectives

2. INITIATIVE

-Strengths

-Areas of improvement/New objectives

3. INTERPERSONAL SKILLS

-Strengths

-Areas of improvement/New objectives

4. PERSONAL MOTIVATION

-Strengths

-Areas of improvement/New objectives

5. APPEARANCE/DEMEANOR

-Strengths

-Areas of improvement/New objectives

6. JUDGEMENT/DECISION MAKING

-Strengths

-Areas of improvement/New objectives

7. COMMUNIATION SKILLS

-Strengths

-Areas of improvement/New objectives

8. JOB PROFICIENCY

-Strengths

-Areas of improvement/New objectives

COMMENTS AND REMARKS

RATING SUPERVISOR'S SIGNATURE: _____ DATE: _____

EMPLOYEE'S SIGNATURE: _____ DATE: _____

DEPARTMENT HEAD'S SIGNATURE: _____ DATE: _____

SHIFT LIEUTENANT'S SIGNATURE: _____ DATE: _____

PERFORMANCE EVALUATION
RATING FACTORS

1. OFFICER SAFETY - VERY CRITICAL
2. FIELD PERFORMANCE - UNDER STRESS - VERY CRITICAL
3. FIELD PERFORMANCE - NON STRESS - VERY CRITICAL
4. INITIATIVE - VERY CRITICAL
5. JOB KNOWLEDGE - VERY CRITICAL
6. STANDING WITH OTHER EMPLOYEES - CRITICAL
7. ATTITUDE - CRITICAL
8. DEPENDABILITY - CRITICAL
9. ATTENDANCE - CRITICAL
10. REPORT WRITING - CRITICAL
11. PUBLIC RELATIONS - CRITICAL
12. COMMUNICATION - CRITICAL
13. EQUIPMENT MAINTENANCE - CRITICAL
14. GROOMING AND DRESS - IMPORTANT
15. SPECIAL ASSIGNMENT

RATING SCALE

5. SUPERIOR
4. ABOVE AVERAGE
3. ACCEPTABLE
2. NEED IMPROVEMENT
1. UNACCEPTABLE

1. OFFICER SAFETY - VERY CRITICAL

The ability to perform Police task without injuring self/others or exposing self/others to unnecessary danger or risk.

FIVE: Always works safely. Foresees dangerous situations and prepares for them. Keeps backup informed and determines the best position for self and partner. Does not take unnecessary risks. Maintains a safe environment for others, including citizens.

THREE: Understands and applies accepted safety procedures. Rarely deviates from following these safety procedures and only in those instances which pose no extreme danger to self or others. Uses proper cover or concealment.

ONE: Demonstrates a pattern of failing to follow acceptable safety procedures or to exercise Officer safety. Examples include:

A. Exposes weapons to suspect

B. Fails to keep gun hand free during enforcement situations

C. Stands in front of violator's car door.

D. Fails to control suspects movements

E. Does not keep suspect/violator in sight

F. Fails to use illumination when necessary or uses it improperly

G. Fails to advise Dispatch when leaving Police vehicle

H. Fails to utilize or maintain personal safety equipment

I. Does not anticipate potentially dangerous situations.

J. Stands too close to passing vehicular traffic

K. Is careless with gun and other weapons

L. Fails to maintain good physical condition

M. Makes poor choice of which weapon to use and when to use it

N. Fails to cover other Officers

O. Stands between Police and violator's vehicle on car stop

P. Fails to search Police vehicle for contraband and weapons prior to duty and after transporting suspect.

2. FIELD PERFORMANCE/UNDER STRESS - VERY CRITICAL

Ability to perform in moderate, high stress situations. Able to physically and/or verbally control the situation.

FIVE: Always able to relay vital information to other Officers while under stress. Always maintains calm and self control in even the most stressful situations. Quickly restores control of the situation and takes command.

THREE: Maintains calm and self control in most situations, determines proper course of action and takes it. Does not allow the situation to further deteriorate. Generally uses good judgement.

ONE: Often becomes emotional, is panic stricken, cannot function, holds back, loses temper or displays cowardice. Often uses poor judgement in decision making.

3. FIELD PERFORMANCE/NON STRESS - VERY CRITICAL

Ability to perform routine, non-stress police activities.

FIVE: Consistently assesses situations, including unusual or complex ones. Determines appropriate course of action and takes same. Always uses good judgement in decision making.

THREE: Properly assesses routine situations, then determines appropriate action and takes it. Generally uses good judgement in decision making.

ONE: When confronted with a routine task, becomes confused and disoriented. Does not/cannot complete task. Takes wrong course of action. Avoids taking action. Often uses poor judgement in decision making and does not consider any alternatives.

4. INITIATIVE - VERY CRITICAL

Desires to improve knowledge, skills, abilities. Carries out assignments and has an increased level of work due to his/her own findings.

FIVE: Gathers and uses intelligence information from others to better their field performance. Rarely waits for calls for service - instead looks for activity in and around his/her beat. A self starter volunteering for calls to help other Officers. Is aware of and strives to take all calls within his/her beat. Able to develop a good investigation which will lead to a sound arrest.

4. INITIATIVE (CONTINUED)

THREE: Recognizes and identifies suspicious activity and acts accordingly. Takes action with little or no hesitation. Takes calls for service and finds other activity in his/her beat.

ONE: Typically avoids activity. Does not follow up. Takes only calls for service and does not look for activity. Has no desire to improve.

5. JOB KNOWLEDGE - VERY CRITICAL

Understanding of duties and responsibilities of the job and ability to perform accordingly.

FIVE: Demonstrates an outstanding knowledge of department policy, Penal Code, Family Code, CCP, City ordinances, vehicle Code and all other applicable state statutes. Can apply the knowledge well in both normal and unusual criminal situations. Displays through application an understanding of constitutional and case law. Has the ability to verify legal or administrative information, when necessary.

THREE: Demonstrates a familiarity with most common used policy and procedures, including department policy, Penal Code, UNNECESSARY, City ordinances and vehicle code. Recognizes commonly encountered criminal offenses and knows what action is necessary to make cases capable of successful prosecution.

ONE: Shows little or no working knowledge of department policy, Penal Code, UNNECESSARY, City ordinances and vehicle code. Fails to use procedure when applicable. Indicates lack of knowledge necessary to conduct successful investigations and follow through with proper paper work.

6. STANDING WITH OTHER EMPLOYEES - CRITICAL

Effectively interacts with other department members of various ranks and capacities.

FIVE: Is at ease in contact with all, including Supervisors. Understands Supervisors' responsibilities, respects their position. Peer group leader. Actively assists others, including new recruits. Goes out of way to work with personnel in other Divisions within the Department to assist in information gathering and case solving.

THREE: Adheres to maintain chain of command and accepts a role in the organization. Good peer relationships and is accepted as a team player. Shows proper respect to Supervisor and citizens.

6. STANDING WITH OTHER EMPLOYEES (CONTINUED)

ONE: Patronizes others or is antagonistic toward them. Gossips. Is insubordinate, argumentative, sarcastic, resists instructions. Considers self superior. Belittles others. Is not a "team player".

7. ATTITUDE - CRITICAL

Evaluation of personal motivation goals and acceptance of responsibilities through career objectives.

FIVE: Furthers education to enhance professional bearing. Is in good standing with other employees. Enjoys career. Takes active interest in work place. Suggest positive alternatives to improve overall work environment.

THREE: Demonstrates active interest in career. Takes on new responsibility willingly.

ONE: Sees career only as a job. Has little dedication. Always complains about policy/procedures without positive alternative suggestions.

8. DEPENDABILITY - CRITICAL

Meeting the obligations/requirements necessary to the successful performance of the job.

FIVE: Only requires supervision in accordance with departmental policy. Always completes assignments in a timely manner. Continuously meets the job obligations required for the successful completion of the job.

THREE: Requires minimal supervision. Follows through with the job task. Informs supervisor as to major events/calls as outlined in directives manual.

ONE: Does not meet the obligations or requirements necessary for the successful performance of their job. Often requires supervisor assistance. Fails to keep supervisor informed of major incidents in accordance with policy/procedure.

9. ATTENDANCE - CRITICAL

Sets an example in work habits for all to follow which includes being at work when expected. Exceptions to abuse are: Written Doctor Excuses, Family Member Illnesses, Medical Emergencies/Illnesses.

FIVE: Uses no sick days rating period. Never tardy and always prepared for work on time.

9. ATTENDANCE (CONTINUED)

THREE: Does not abuse sick time. Does not demonstrate a pattern of unjustifiable tardiness. Does not show a pattern of calling in sick in conjunction with regular days off.

ONE: Uses an excessive amount of sick days and/or occurrences within a rating period. Shows a pattern of calling in sick in conjunction with days off.

10. REPORT WRITING - CRITICAL

Routinely utilizes departmental forms necessary for job accomplishment. Ability to prepare reports which are accurate and reflect the situation in a detailed, organized manner.

FIVE: Consistently makes accurate form selection and rapidly completes detailed forms without assistance. Displays high degree of accuracy. Reports are complete and detailed accounting of events, from beginning to end, written and organized so that any reader understands what occurred. Reports are neat, legible and contain no spelling or grammatical errors. Completes reports in a timely manner.

THREE: Uses proper forms and understands their use. Completes forms in a thorough manner with few errors. Report is logically written. Grammar is acceptable. Reports are legible and spelling is acceptable with few errors. Report contains pertinent information.

ONE: Unaware that a report must be taken and/or unable to complete the proper form. Forms/reports incomplete, inaccurate, improperly used, illegible, improper use, improper spelling, poor sentence structure/word usage. Excessive time taken.

11. PUBLIC RELATIONS - CRITICAL

Ability to deal with the public in a professional, courteous manner.

FIVE: Consistently strives to assist others and to create a good image for the department. Makes numerous contacts with businesses and citizens. Knows the business owners and residents in the area and continually talks with them. Receives several commendations throughout the year with no justifiable complaints from citizens.

THREE: Often talks with business owners and citizens in the area. Makes some effort to learn business owners and residents in the area. Occasionally receives commendations and rarely receives justifiable complaints from citizens.

11. PUBLIC RELATIONS (CONTINUED)

ONE: Only associates with the public on calls. Makes little or no effort to meet people in the area. Does not know any business owners or residents in their beat. Seldom leaves vehicle to make contacts. Receives no commendations. Shows a pattern of justifiable complaints from citizens.

12. COMMUNICATION - CRITICAL

Ability to verbalize thoughts through personal contact, telephone and/or radio communication and be understood by all who listen.

FIVE: Always adheres to proper radio usage, including high stress situations. Never interrupts other radio traffic. Always listens to other radio traffic for calls. Is consistently congenial on the telephone. Understands all proper radio language, including codes. Always speaks in clear concise manner and proper tone.

THREE: In high stress situations able to convey proper pertinent information in an understood manner. Does not interrupt other radio traffic. Adheres to proper radio usage. Uses proper telephone etiquette.

ONE: Unintelligible, cannot be understood. In high stress situations continuously relays wrong information. Slurred speech. Interrupts. Does not show proper radio courtesy. Improper radio traffic. Excessive/unnecessary radio talk on primary channel. Hesitates/does not know what to say. Does not use a telephone greeting or is not courteous on the telephone.

13. EQUIPMENT MAINTENANCE - CRITICAL

The proper care and preventive maintenance of all department equipment.

FIVE: Always checks and replaces all necessary equipment (other than normal wear and tear) when used to ensure proper working order. Adheres to policy and procedure and informs supervisor of all damages to vehicle and equipment. Takes on the responsibility of having the repairs done on vehicle/equipment which avoids putting the equipment out of service when unnecessary.

THREE: Generally checks all necessary equipment to ensure proper working order. Is aware of what equipment the vehicle carries. Informs supervisor of damaged/missing equipment. Inspects vehicle and notes damages (other than normal wear and tear). Writes up damaged equipment and/or puts equipment out of service when necessary. Maintains a clean vehicle, inside and out.

13. EQUIPMENT MAINTENANCE (CONTINUED)

ONE: Fails to check equipment. Unaware of available equipment. Fails to inform Supervisor of damaged/missing equipment. Fails to inspect vehicle properly. Fails to fill out necessary paperwork on damaged/broken equipment. Receives negative feedback from other Officers regarding condition of vehicle. Does not remove personal items or trash from vehicle.

14. GROOMING AND DRESS - IMPORTANT

Evaluates appearance and dress.

FIVE: Always appears well groomed. Uniform is neat, clean and pressed. Leather and shoes are constantly shined. Consistently scores a "good" or better on uniform inspections. Weapon is clean and operative.

THREE: Uniform neat and clean. Uniform fits and is worn properly. Weapon, leather equipment is clean and operative. Hair is within regulations, shoes are shined. Generally scores "good" or better on uniform inspections.

ONE: Dirty shoes or wrinkled uniform. Uniform fits poorly or is improperly worn. Hair lacks grooming or in violation of Department regulations. Dirty weapon or uniform equipment. Offensive body odor/breath. Often scores below a "good" on uniform inspections.

15. SPECIAL ASSIGNMENT

Persons involved in extra skills which require continuous training above others and responsibility beyond the realm of normal patrol activities. These include:

(a) F.T.O.

(b) Accident Investigator

(c) C.S.S.

(d) Firearms Instructor

(e) Koga Instructor

(f) C.P.R. Instructor

(g) Hostage Negotiator

CARROLLTON POLICE DEPARTMENT

PATROL OFFICER'S BI-ANNUAL ASSESSMENT REPORT

OFFICER INFORMATION:

ACTIVITY PERIOD BASED ON DATE OF ENTRY

NAME: _____ _____ _____
Last First M.I.

I.D.#: _____ SHIFT: _____ SECTOR: _____ BEAT: _____ FROM: ___/___/___

TO: ___/___/___

BUREAU: _____ DIVISION: _____

==========

SECTION I

==========

WORK ASSIGNMENT: List any changes in work assignment, responsibilities, or work environment which affect an Officer's ability to complete assigned tasks.

PROGRESS: Describe status of and progress made toward attaining objectives set forth in previous monthly assessments.

ACCOMPLISHMENTS: List successful completion of specific projects, notable actions taken, and any other significant deed(s) initiated by Officer.

SPECIAL RECOGNITION: List any awards, letters of commendation, or recognition for activities performed by the Officer.

==========

SECTION II

Directions: From the following scale, circle the response which most closely describes the quality of work demonstrated by the Officer. Following each response, a written explanation of each choice is necessary.

Rating Scale Definitions:

1. Unacceptable
2. Needs Improvement
3. Acceptable
4. Above Average
5. Superior

STATEMENTS and EXPLANATIONS and WEIGHTS	SCALE
1. OFFICER SAFETY - VERY CRITICAL:	1 2 3 4 5
The ability to perform Police task without injuring self/others or exposing self/others to unnecessary danger or risk.	
2. FIELD PERFORMANCE/UNDER STRESS - VERY CRITICAL:	1 2 3 4 5
The ability to perform in moderate, high stress situations. The ability to physically and/or verbally control the situation.	
3. FIELD PERFORMANCE/NON STRESS - VERY CRITICAL:	1 2 3 4 5
The ability to perform routine, non-stress Police activities.	
4. INITIATIVE - VERY CRITICAL:	1 2 3 4 5
The desire to improve knowledge, skills, abilities. Carries out assignments and has an increased level of work due to his/her own findings.	

5. JOB KNOWLEDGE - VERY CRITICAL: 1 2 3 4 5

Understanding of duties and responsibilities of the job and ability to perform accordingly.

6. STANDING WITH OTHER EMPLOYEES - CRITICAL: 1 2 3 4 5

Effectively interacts with other department members of various ranks and capacities.

7. ATTITUDE - CRITICAL: 1 2 3 4 5

Evaluation of personal motivation goals and acceptance of responsibilities through career objectives.

8. DEPENDABILITY - CRITICAL: 1 2 3 4 5

Meeting the obligations/requirements necessary to the successful performance of the job.

9. ATTENDANCE - CRITICAL: 1 2 3 4 5

Sets an example in work habits for all to follow which includes being at work when expected. Exceptions are: Written Doctor Excuses, Family Member Illnesses, Medical Emergencies/Illnesses.

==========

10. REPORT WRITING - CRITICAL: 1 2 3 4 5

Routinely utilizes departmental forms necessary for job accomplishment. Ability to prepare reports which are accurate and reflect the situation in a detailed, organized manner.

==========

11. PUBLIC RELATIONS - CRITICAL: 1 2 3 4 5

Ability to deal with the public in a professional, courteous manner.

==========

12. COMMUNICATION - CRITICAL: 1 2 3 4 5

Ability to verbalize thoughts through telephone and/or radio communication and be understood by all who listen.

==========

13. EQUIPMENT MAINTENANCE - CRITICAL: 1 2 3 4 5

The proper care and preventive maintenance of all department equipment.

==========

14. GROOMING AND DRESS - IMPORTANT: 1 2 3 4 5

Evaluates appearance and dress.

==========

15. SPECIAL ASSIGNMENT:

Involved in extra skills which require continuous training above others and responsibility beyond the realm of normal patrol activities. These include: F.T.O., Accident Investigator, C.S.S., Firearms Instructor, Koga Instructor, Koga Instructor, C.P.R. Instructor, Hostage Negotiator, Explorer Advisor.

SECTION III

OFFICER COMMENTS: This section is reserved for the Officer's comments relative to his/her interpretation of this assessment.

SECTION IV

This report is based on my/our observation and/or knowledge. It represents my/our best judgement of the Officer's performance.

Officer's Signature: _____ I.D.#: _____ Date: __/__/__

Rated By:
Supervisor's
Signature: _____ I.D.#: _____ Date: __/__/__

Rated By:
Supervisor's
Signature: _____ I.D.#: _____ Date: __/__/__

Approved By:
Shift
Commander: _____ I.D.#: _____ Date: __/__/__

Approved By:
Bureau
Commander: _____ I.D.#: _____ Date: __/__/__

Approved By:
Chief of Police: _____ Date: __/__/__

PERFORMANCE SCORING SHEET

PERFORMANCE STANDARDS:

VERY CRITICAL WEIGHT = .50	ACTUAL EMPLOYEE	ACTUAL SUPERVISOR	HIGHEST POSSIBLE
1. Officer Safety			5
2. Field Performance/Under Stress			5
3. Field Performance/Non Stress			5
4. Initiative			5
5. Job Knowledge	_____	_____	5
			25
Weighted Score = Score X .50			12.5

CRITICAL WEIGHT = .30	ACTUAL EMPLOYEE	ACTUAL SUPERVISOR	HIGHEST POSSIBLE
6. Standing With Employees			5
7. Attitude			5
8. Dependability			5
9. Attendance			5
10. Report Writing			5
11. Public Relations			5
12. Communications			5
13. Equipment	_____	_____	5
			40
Weighted Score = Score X .30			12.5

IMPORTANT WEIGHT = .20	ACTUAL EMPLOYEE	ACTUAL SUPERVISOR	HIGHEST POSSIBLE
14. Grooming and Dress	_____	_____	5
			5
Weighted Score = Score X .20			1

SCORE = $\frac{\text{TOTAL WEIGHTED ACTUAL}}{\text{HIGHEST WEIGHTED POSSIBLE}}$ = $\frac{\_\_\_\_}{25.5}$ = ._____ X 100 =

CARROLLTON POLICE DEPARTMENT

Topic: Supervisor Training in
Patrol Performance Evaluation

Instructor: Lt. Nancy L. Herrington

Date: September 1992

Learning objectives:

At the completion of this four hour block of instruction, the participants should successfully:

1. Identify the best way to reduce the problems that vague goals cause for police performance measurement.

2. Discuss the relative merits of objective and subjective measures of police performance.

3. Explain the difference between reliability and validity in measuring police performance.

4. Identify three purposes served by individual performance appraisals.

5. Identify several methods of reducing employee dissatisfaction with performance appraisals.

6. Explain the difference between absolute and relative methods of evaluating individual performance.

7. Distinguish the BARS method from more traditional rating scales for appraising performance.

8. Explain the halo, leniency and career effects that sometimes interfere with performance appraisal.

9. Explain the Carrollton Police Department Patrol Performance Evaluation.

10. Complete the Carrollton Police Department Patrol Performance Evaluation form and give feedback to police employees.

[illegible] and criteria

[illegible] good cop, bad cop....how do we tell the difference?

1. Citizen opinions

   a. crime control, case clearances, arrests, and crime rates

   b. adherence to due process

   c. citizen satisfaction with police service

2. Police opinions

   a. supervisors

      1. tickets, arrests, no complaints, commendations

   b. officers

      1. big busts, officer safety, etc.

3. Who's right?

   a. multiple measures

      1. more sensible and valid evaluative approach

4. What does it matter?

   a. employee satisfaction

      1. clearly defined goals and objectives

      2. clear understanding of performance expectations

      3. easier to direct correct, positive performance

      4. easier to evaluate performance

      5. easier to select personnel for preferred positions

      6. motivation to do a good job

II. Objective and subjective measures

A. Objective Measures

1. Number of arrests, tickets, amount of crime

   a. quantifiable, precise, easy to measure and defend

[illegible] by the rating supervisor

[illegible]

1. Citizen satisfaction or officer's judgement

   a. more complex, susceptible to error, open to question and challenge

   b. most difference between good and bad cops is in the intangibles (initiative, attitude, etc)

C. Do we want easy to measure or what's important?

1. Need a combination of both

2. Officers will conform their performance to the measures established

   a. if only numbers, only numbers will be seen

   b. the performance standards should match the mission and goals of the Department, not vice versa

3. Multiple criterias of performance are evaluated by multiple measures of performance, a combination of objective and subjective measures. Need best indicators of each component of performance.

4. Manipulation of objective/subjective measures

   a. Sometimes the difference is not as great as may be expected. ie; clearance rates can be manipultated by detectives.

D. Quantity vs Quality

1. Quantity - easy to record numbers

2. Quality - harder to measure, but more meaningful

3. Balancing act of Quantity and Quality

   a. Number of tickets issued for hazardous citations in high accident areas.

   b. Ticket conviction rate

   c. Percentage of officer's reports returned for correction

4. Key is: Important factors in performing an activity and a careful choice of measures that reflect excellence in the [illegible]

III. Reliability and Validity

A. Reliable - repeated or independent measurement yields the same score:

1. Detective case clearance - must be the same rules of the ballgame.

2. Patrol arrests - on view; felony or misdemeanor; ticket arrest for simple assault or on view booking arrest for simple assault?

B. Validity - extent to which the data accurately represents actual performance.

1. Detective - if all detectives cleared offenses when they link MO with a subject in custody with another crime, data would be reliable.

a. not valid because clearance rates based on cases that should not have been cleared.

C. Reliable vs valid

1. Reported crime - differences in how many citizens (and even the police departments) report crime between various police agencies. (some report all of them, some not at all, some occasionally report crimes)

2. Sgt. Jones and Sgt. Brown evaluating Officer Doe - may be reliable but they are not valid if using different measuring devises

a. We currently have at least 10 different measuring devises in patrol;- six sergeants, three lieutenants, and one assistant chief.

b. All have different opinions of what is good job performance and what isn´t

1. some like tickets, some like crime awareness, some like big drug busts, etc.....

3. New evaluation strives to establish reliablity and validity in police patrol officer performance

IV. Purposes of individual performance appraisals

A. Three purposes;

1. information for personnel research

[illegible] Unreliability and/or inaccuracy of performance criteria

[illegible] Supervisors unwillingness or inability to meaningfully discuss the results of the appraisal

D. Ways to reduce employee and supervisor dissatisfaction with performance appraisal

1. Focus on performance rather than on personality

   a. performance affects organizational effectiveness

   b. personality may affect morale and organizational climate

      1. should only be considered as it affects the employees performance, the performance of co-workers and relations with individual citizens and the public at large

2. Evaluate the employee by two supervisors to remove biases

   a. more accurate because more information is available

3. Promote acceptance of a performance evaluation system as an analysis rather than an evaluation.

   a. evaluation suggests assessing good and bad points and tends to increase the defensiveness of the person being evaluated

   b. analysis has a more neutral and detached connotation

      1. all organizational activities are routinely analyzed to make improvements

4. Careful training of the evaluators

   a. need to understand the rationale of the process

   b. need to assure that each rater understands the system and have the same understanding of evaluation criteria

5. Engaging the employee in the process of analyzing performance

   a. analyze own performance, identify areas in need of improvement and suggest ways of doing better

   b. supervisor must ensure that self-analysis is candid and accurate and helps the employee establish and achieve goals for improvement

[illegible] staffing decisions

[illegible] provide feedback to employees

[illegible] Personnel research

1. Make sure we are doing what we are supposed to be doing

   a. ensures equal employment opportunity and top quality personnel

C. Staffing decisions

1. consistency in performance for selecting personnel for preferred job assignments

D. Feedback to employees

1. employees want and need to knwo how they are doing and what they can do to improve

2. motivate employees to do a good job as based on the performance standards with the ultimate goal of being selected for preferential assignments or awards

E. Supervisors and performance appraisal

1. generally dislike the task of conducting performance appraisals

   a. dislike forms and system in use

   b. lack of information on which to base appraisals

   c. uneasiness about giving negative evaluaations

   d. lack of skills in communicating appraisals to subordinates

   e. becomes an act of drudgery

2. results of appraisals have an important influence on a variety of organizational decisions

V. Reducing employee dissatisfaction with performance appraisals

A. Most actually prefer to know how they are doing

B. Most dislike the appraisal system in place

C. Common complaints:

[illegible]

VI. Two or more relative methods of evaluating individual performance

A. Absolute methods - each employee's performance is required to be measured against an absolute standard

1. may be objective (completes reports by the end of the shift) or,

2. subjective, (uses sound judgment when handling disputes)

B. Relative methods - require comparisons betwen and among employees. Such as a ranking manner of from best to worst on the soundness of their judgements.

C. Drawbacks of each method

1. Generally easier to rate one officer's self-initiated activity as compared to one another rather than absolute appraisal (superior, good, satisfactory, poor)

2. How do you compare the initiative from one shift to another? While Officer John Doe may have the highest self-initiated activity on his shift, he may only be marginal or average on another shift.

3. Therefore, relative methods may provide more reliable information, it tends to be less useful overall.

4. Employees should be evaluated with a performance standard that is acceptable and understood by all--employees and supervisors alike.

VII. Behaviorally Anchored Rating Scale (BARS)

A. Measure of behaviors

B. More reliable supervisor rating - specific scale anchor

C. Specific anchors encourage more accurate and precise shared perceptions

D. Behavior anchors encourage supervisors to focus on performance rather than personality

VIII. Interference factors with performance appraisal

A. Halo effect - supervisors tend to let their rating of an employee on one measure affect that employee's ratings on other measures.

1. Employees receive all superior or all average.

2. [illegible] usually high or low points

and weak points, but the halo effect tends to erase these differences

C. Central tendency - all employees receive similar ratings (ie all officers are rated average)

D. Supervisor leniency - when a supervisor is reluctant to hurt an employees feelings and tend to avoid any conflict resulting from a low rating

E. Career effect - employee performance changes from year to year. Ratings tend to improve during the early years of a police career but once a high rating is achieved, it tends to persist. Officers have good and bad years.

IX. Carrollton Police Department Patrol Performance Evaluation

A. In effect October 1, 1992

B. Used for semi and annual evaluations

C. Requires evaluation of both sergeants with the primary supervisor responsible for the completion of the evaluation

D. Allow officers to evaluate themselves

E. Documentation is needed for each performance standard no matter what the rating

F. Sergeants will complete the score sheet and forward to Asst. Chief Stanley. It will not go to the officer for number comparison.

G. Each Sergeant will be assigned a performance standard book. One will also be maintained in briefing.

H. The evaluation will serve as the guide in recommendations for selective assignments (attach a copy of the last evaluation to the position application)

Carrollton Police Department
Patrol Performance Evaluation
Sergeant's Notes

I. Goals and performance criteria

II. Objective vs Subjective Measures of Performance

A. Objective -

B. Subjective -

III. Reliability and Validity

A. Reliability

B. Validity

IV. Purposes of individual performance appraisals

A.

B.

C.

V. Methods of reducing employee dissatisfaction with performance appraisal

A.

B.

V. Methods of reducing dissatisfaction (cont.)

C.

D.

E.

F.

VI. Absolute vs relative methods of evaluating individual performance

A. Absolute method

B. Relative method

VII. Behaviorally Anchored Rating Scale (BARS)

VIII. Interference factors with performance appraisal

A. Halo effect -

B. Central tendency -

C. Supervisor leniency -

D. Career effect -

IX. Carrollton Police Department Patrol Performance Evaluation

A. Effective date -

B. Time periods used -

C. Number of supervisors evaluating

D. Officer evaluation -

E. Documentation -

F. Score sheets -

G. Performance standard book -

H. Other uses for evaluation

Carrollton Police Department
Patrol Performance Evaluation
Responses from Sergeants' Expectations of Training

(During the next 4 hours, we will be discussing patrol performance evaluation. Your participation and input are critical during this training period. Please respond honestly to the following questions:

1. That do you expect to learn about performance evaluations within the next 4 hours?

How to complete the new process.
What criteria should and should not be used.
Why do we have them? How to be fair and correctly evaluating employees.
How to complete what is required to do a good employee evaluation,
A more concise, uniform system of evaluating employees.
Fairly evaluate personnel. Look at new evaluation form.
How to fairly and properly rate the performance of an employee.

2. What would you like to learn about performance evaluations within the next 4 hours?

A way to make them valuable rather than just an exercise in paperwork.
How to do them fairly.
Can it be fun?
Standardization.
Effective communication thru writing.
How to properly and fairly rate the performance on an employee.

Carrollton Police Department
Patrol Performance Evaluation
Responses from Sergeants' Feedback
from Evaluation Training

1. **What do you like about the new Patrol Performance Evaluation?**

Appears to be easier to use and sets a patrol wide standard.
Officer required to tate himself showing how he perceives his own performance. Also, since the officers developed this system themselves, it should cary more credibility.
Comprehensive-requires comments on each trait assessed, sets tangible standards. Input from two supervisors is good. Basically I like the whole thing.
Much better than what we have. More standardized.
May be the start of consistency among supervisors in regards to evaluations.
It defines how and what is needed to gain a particular score.
It is more detailed and I would think easier to do as long as I observe the officers. Lots of opportunity for comparison and shift construction.
I like the detailed and standardized evaluation criteria.

2. **What do you <u>not</u> like about the new Patrol Performance Evaluation?**

Puts more work on Sergeants to observe some types of work behavior that was more or less taken for granted. If heard no negative, must have gotten the job done correctly. Also, holds the Sergeant accountable for other sector officers at all times.
No criticisms at this point.
Won't know until it's tried. I wonder how much time it will take to do it properly.
Needs to be reviewed by a committee yearly.
Numbered/weighted criteria.
Assumes and expects us to spend a considerable amount of time with officers on calls, etc. Our daily drudge keeps us quite busy in-house. We need some relief, not more work. Help!
It is an unknown tool to me and will take some getting used to.
I'm concerned about the time factor involved in completion of a single evaluation. I hope this will not be so time consuming as to form another barrier to the effective discharge of a sergeant's duties in observing the field operations of his shift members.

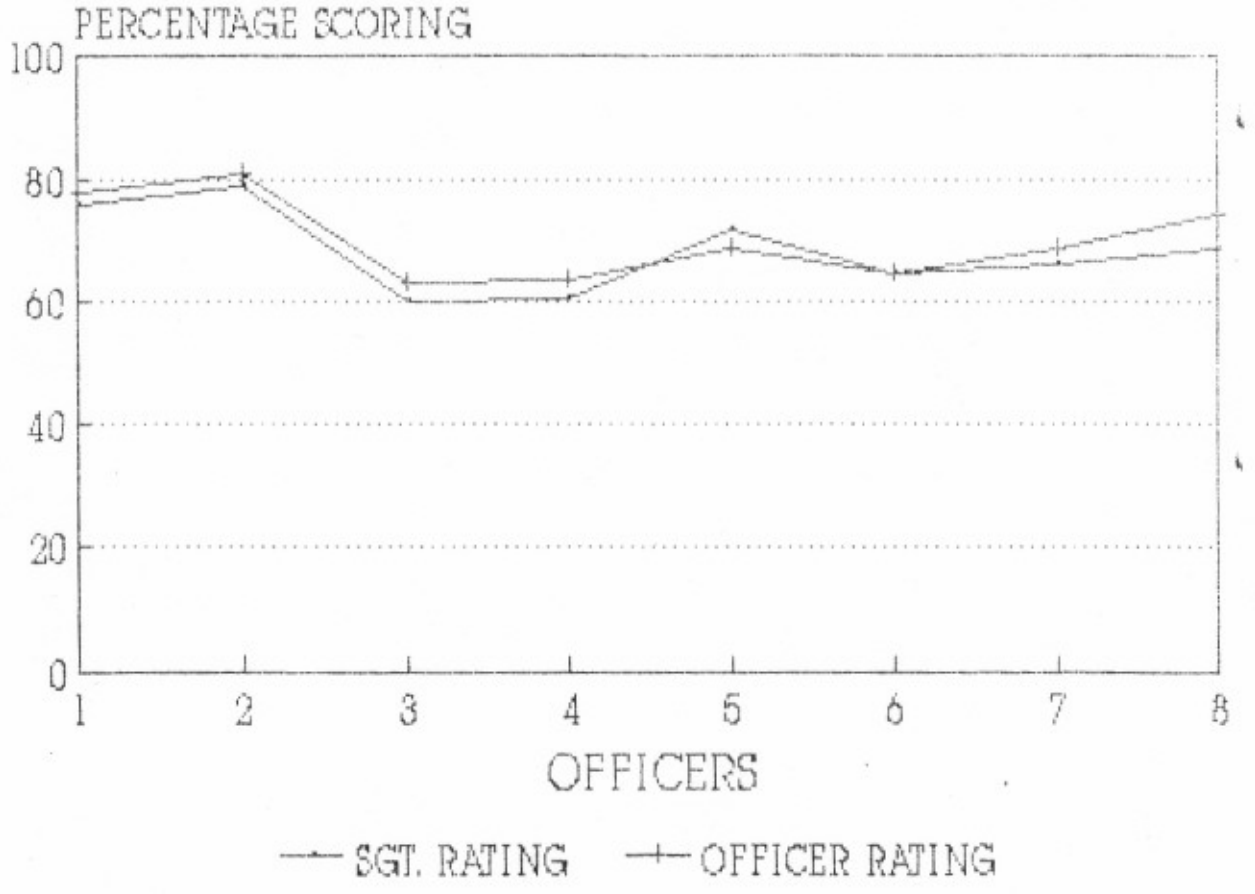
3. What suggestions do you have to improve the Patrol Performance Evaluation?

None.
None.
None.
The sergeants need time to fill out without street or calls being given - let Lt's. handle the street.
None at this point. Let's give it a chance.
None now.
Keep training the evaluators how to evaluate their employees and review the rating factors.
The format looks very effective - my only observation is time.

4. Any other comments?

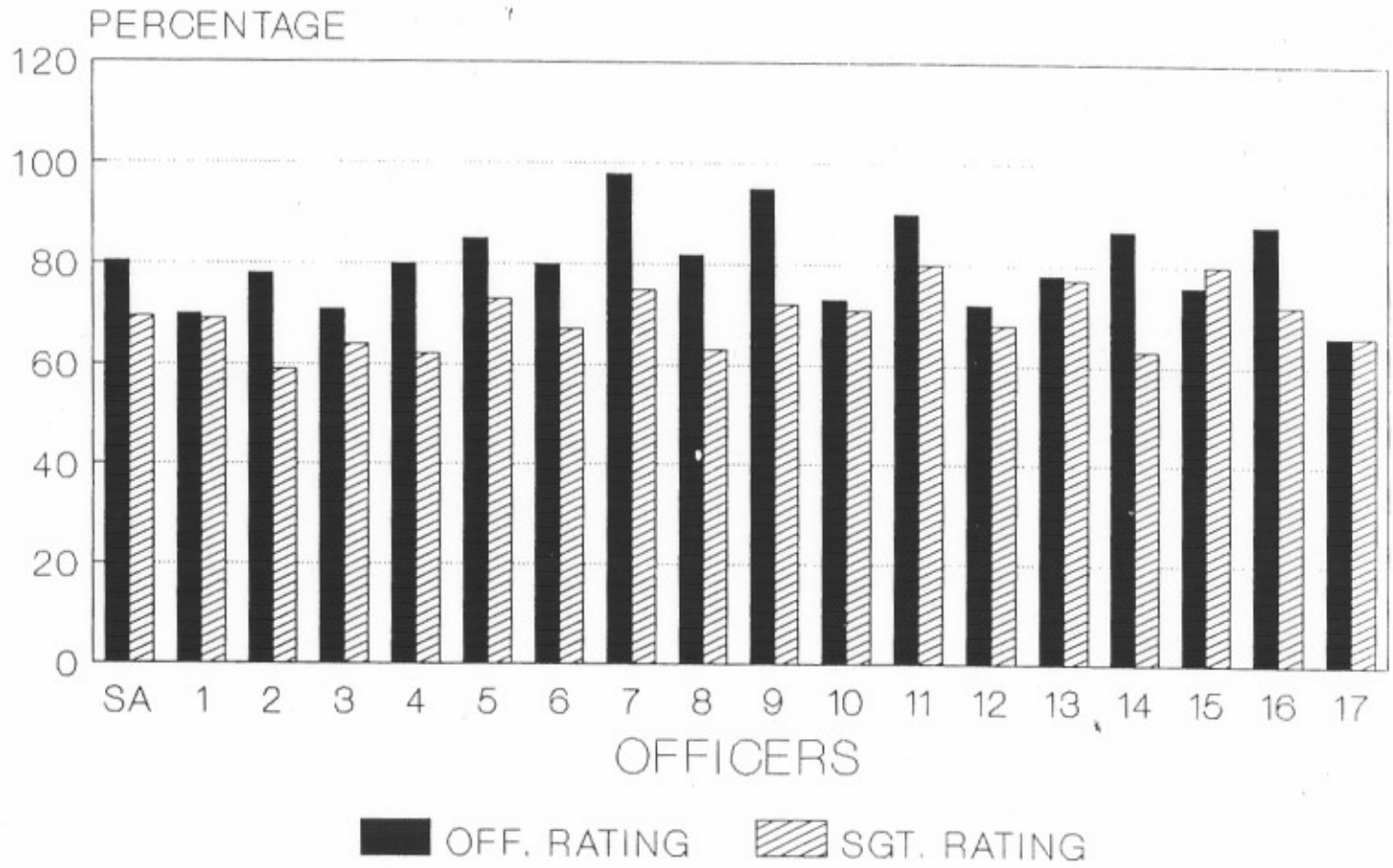
No.
None.
Good!
None.
Thanks.
None now.
Lots of work put into the project.
N/A.

PATROL PERFORMANCE EVALUATION
SGT/OFFICER RATING COMPARISON

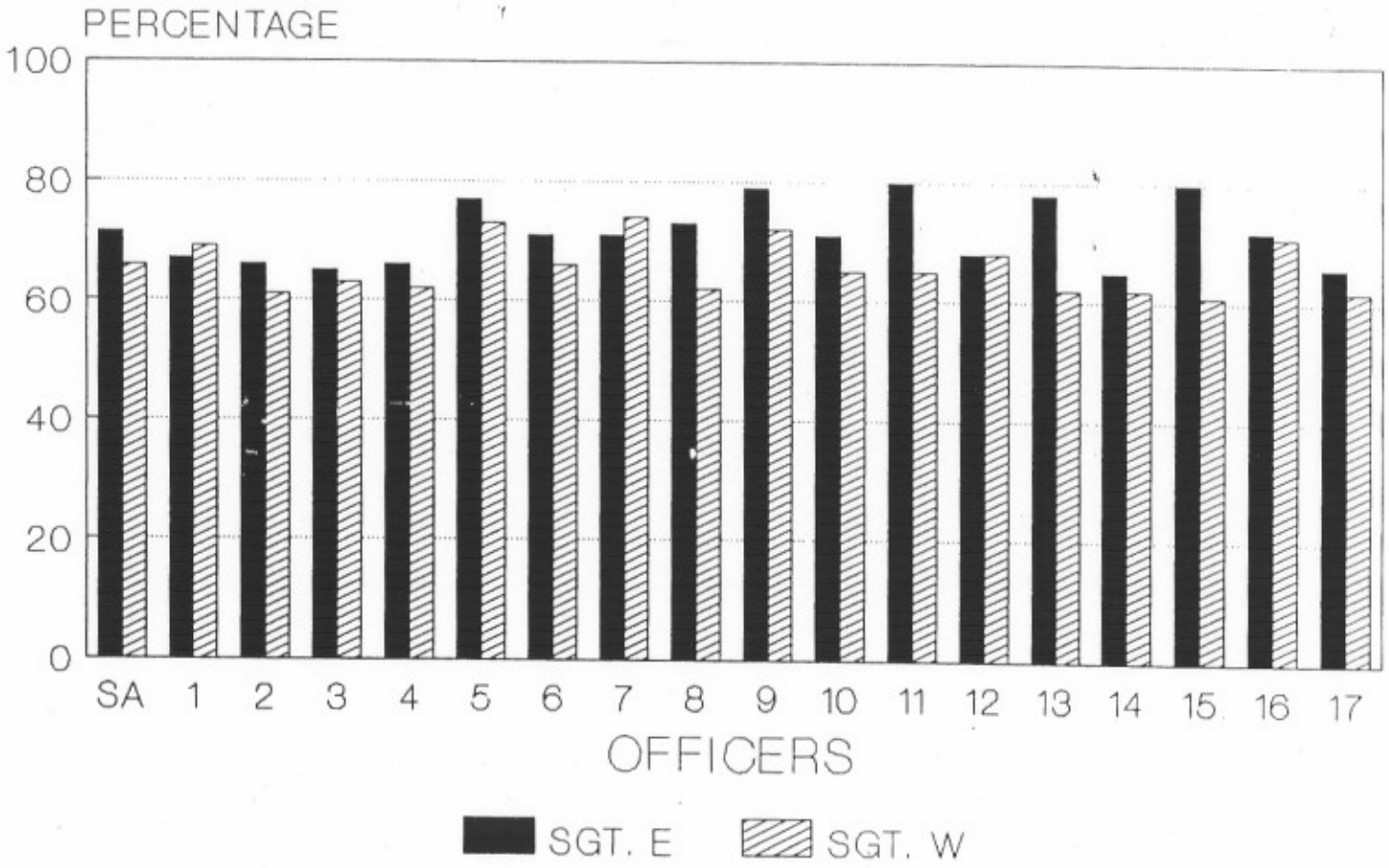


'B' SHIFT, ADAMS

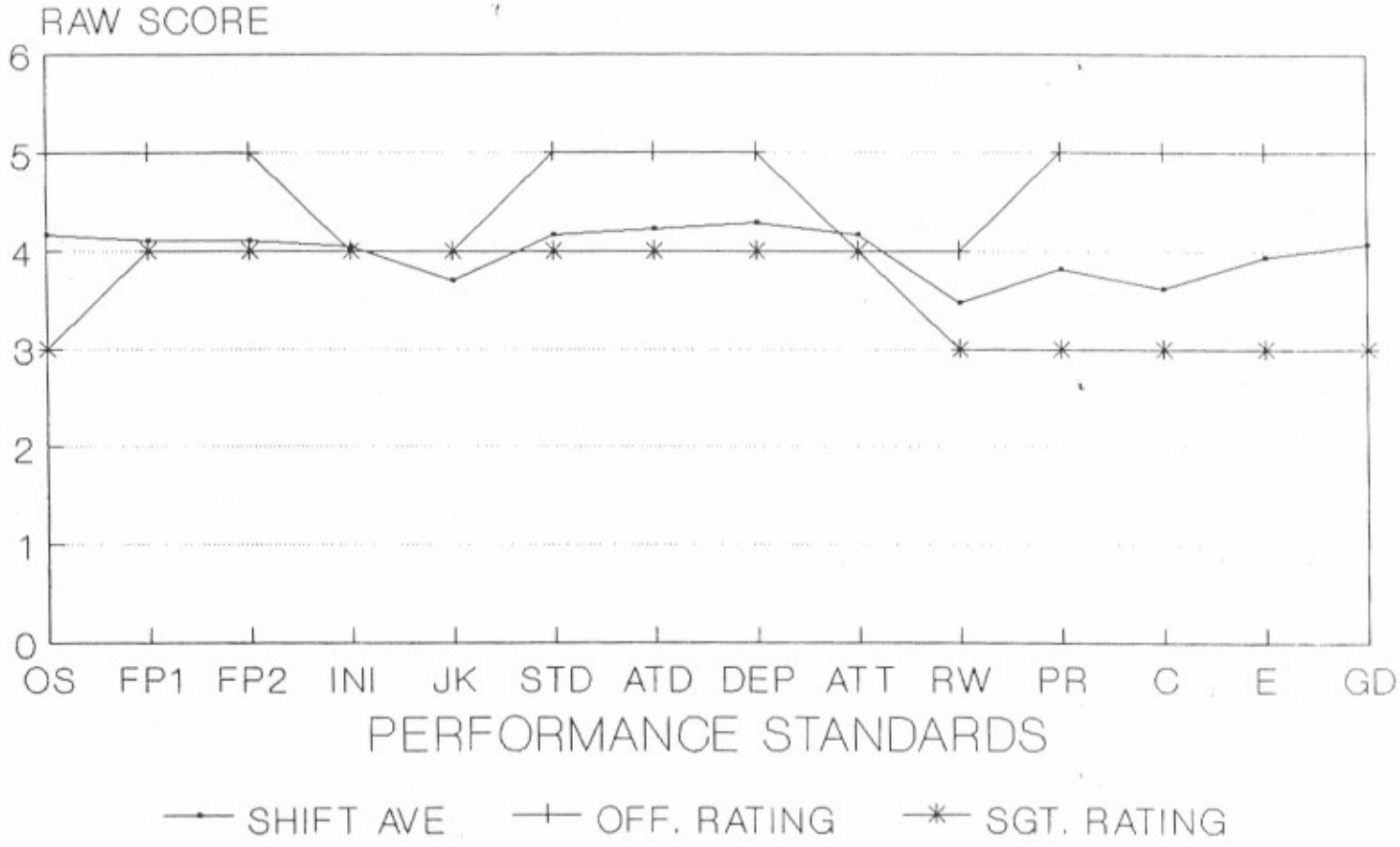
PATROL PERFORMANCE EVALUATION
SGT/OFF. RATING COMPARISON



PATROL PERFORMANCE EVALUATION
SGT/SGT RATING COMPARISON



PATROL PERFORMANCE EVALUATION
STANDARD SCORING COMPARISON



OFFICER #9

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